Common Expectations for EDL

For Students:

Expectations for Engaging in Emergency Distance Learning:
- Students engage daily in the lessons and complete assigned work
- Students work towards mastery of essential learning targets
- Students complete their own work except when collaboration is encouraged or expected by the teacher
- Students are accountable for completing their own work and demonstrating digital citizenship
- Students may submit work on flexible timelines, as determined through communication with teachers, to accommodate differing family schedules (i.e. Some parents can't support students until the evening.)

Length of EDL for Students:
When instructional content is converted to an entirely online format, instructional time should be condensed to account for the differences in online instruction. Students engaged in online learning typically spend fewer hours in a digital environment than they would spend in-person, because there are not the same opportunities for the healthy physical and brain breaks that occur in a traditional school day. We are currently in the midst of an international health crisis, and the time that we can expect students to engage in *Emergency Distance Learning* (EDL) should be reduced to reflect the context in which they are learning.

The times listed below are guidelines for the average length of time that students at each grade level should be spending on all assigned distance learning per day (including all instructional activities, lecture, videoconferencing, tasks, and homework required).

IUSD EDL Recommendations	
Grade Level Span	**Average Hours/Day Spent on EDL for Students**
PreK – TK	**.75 - 1.5 hours per day**
Kindergarten – First Grade	**1 - 2 hours per day**
2nd – 3rd Grade	**1.5 - 2.5 hours per day**
4th – 6th Grade	**2 - 3 hours per day**
Middle School	**3 - 4 hours per day***

High School	4 - 5 hours per day*

*divide by total classes per day for average time/class at secondary

For Teachers:

Generally speaking, teachers are working their regular hours during which time they are routinely interacting and connecting directly with students, responding to student work, providing feedback on student work, and collaborating with their PLC teams.

Emergency Distance Learning instruction will include frequent opportunities to:

- Monitor student wellness and strengthen student-to-teacher and student-to-student connections. In a distance learning environment, maintaining a routine devoted to developing and sustaining connections is <u>critically</u> important.
- Provide students with direct, explicit instruction on the essential learning targets. Our overarching instructional objective is to ensure students learn the essential standards and are prepared for the next level.
- Embed opportunities for students to reflect, discuss, and process after each chunk of direct instruction. These opportunities could take the form of posting a comment on a message board, posting a video reflection, or joining a virtual chat with classmates.
  - Be sure to make reading posts and contributions from other classmates part of the expectation as well - the intent of the communication isn't just student-to-teacher, but student-to-student as well.
- Provide feedback on student work and monitor student progress. As students are providing evidence of their learning (through assignment completion, discussion posts or other submitted evidence), teachers should plan for how they will provide feedback on their learning. Feedback could come in the form of teacher commentary, peer review, and self-assessment.

Strategies that may be used to ensure that effective Emergency Distance Learning is occurring:

- **Providing direct instruction and opportunities for students to engage:**
  - Live and/or recorded direct instruction
  - Virtual class lectures and/or videoconferences
  - Discussion board and collaborative programs (Google slides, Flipgrid, Nearpod Collaborate, etc.)
  - Daily access to, and monitoring of, the instructional platform used (Canvas, Google Classroom, SeeSaw, etc.)
- **Interacting and maintaining regular connection with students:**
  - Virtual class meetings and/or videoconferences
  - Regular Office Hours for students to ask questions or seek assistance
  - Discussion board and collaborative programs (Google slides, Flipgrid, Nearpod Collaborate, etc.)
  - Written feedback and comments on work submitted

- ○ Emails, telephone calls, and messages within the instructional platform used (Canvas, Google Classroom, SeeSaw, etc.)

- **Monitoring student engagement and progress regularly:**
  - ○ Monitoring the student use of the instructional platform used (Canvas, Google Classroom, SeeSaw, etc.) and completion of assigned work
  - ○ Student access and participation are monitored and concerns are reported to administrators
  - ○ Provide flexible timelines with respect to student work submissions
- **Weekly Staff Check ins:**
  - ○ Opportunities for staff to engage together and stay connected and informed as to school operations and instructional program
- **Weekly PLC Meetings:**
  - ○ Opportunities for PLC Teams to meet to plan instruction, discuss student evidence of learning, and to plan for how to respond to student learning
  - ○ Teachers will collaborate with Educational Specialists, other support staff, and related services providers to ensure that all distance learning supports are accounted for and any additional work time for students is considered when determining weekly distance learning planning for students
  - ○ Ensure that the length of assignments is consistent across PLC teams and collect feedback from students to ensure that the work assigned falls within the EDL recommendations